

## HOPKINS ELEMENTARY

6120 Cabin Creek Rd.  
Hopkins, S. C. 29061

**GRADES** K-5 Elementary School

**ENROLLMENT** 360 Students

**PRINCIPAL** Angela G. Brown 803-783-5541

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	58	51	3

#### IMPROVEMENT RATING:

#### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Average	N/A
<b>2002</b>	Average	Good	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Good	Yes

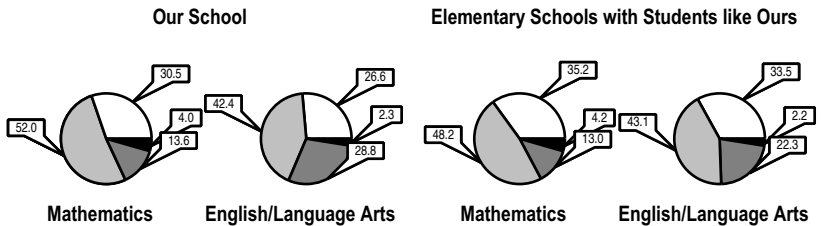
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

73.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	182	98.9	25.7	42.9	29.1	2.3	45.1	Yes	Yes
Gender									
Male	83	98.8	38.3	37.0	24.7	0.0	30.9		
Female	99	99.0	14.9	47.9	33.0	4.3	57.4		
Racial/Ethnic Group									
White	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	176	98.9	25.9	42.9	28.8	2.4	44.1	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	155	98.7	22.1	42.3	32.9	2.7	47.7		
Disabled	27	100.0	46.2	46.2	7.7	0.0	30.8	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	181	98.9	25.7	42.9	29.1	2.3	45.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	182	98.9	25.7	42.9	29.1	2.3	45.1		
Socio-Economic Status									
Subsidized meals	160	98.8	27.3	44.2	26.6	1.9	42.2	Yes	Yes
Full-pay meals	22	100.0	14.3	33.3	47.6	4.8	66.7		

Mathematics - State Performance Objective = 15.5%									
All Students	182	100.0	30.5	52.0	13.6	4.0	32.8	Yes	Yes
Gender									
Male	83	100.0	42.7	46.3	11.0	0.0	23.2		
Female	99	100.0	20.0	56.8	15.8	7.4	41.1		
Racial/Ethnic Group									
White	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	176	100.0	31.4	51.2	14.0	3.5	32.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	155	100.0	24.5	55.6	15.2	4.6	37.7		
Disabled	27	100.0	65.4	30.8	3.8	0.0	3.8	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	181	100.0	30.5	52.0	13.6	4.0	32.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	182	100.0	30.5	52.0	13.6	4.0	32.8		
Socio-Economic Status									
Subsidized meals	160	100.0	31.4	53.2	11.5	3.8	31.4	Yes	Yes
Full-pay meals	22	100.0	23.8	42.9	28.6	4.8	42.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	65	100.0	25.0	41.1	28.6	5.4	33.9
	<b>Grade 4</b>	83	100.0	30.3	51.3	15.8	2.6	18.4
	<b>Grade 5</b>	54	98.1	21.3	70.2	8.5	N/A	8.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	48	100.0	36.2	29.8	27.7	6.4	34.0
	<b>Grade 4</b>	56	96.4	16.7	42.6	38.9	1.9	40.7
	<b>Grade 5</b>	78	100.0	25.0	53.9	21.1	N/A	21.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	65	100.0	41.1	46.4	8.9	3.6	12.5
	<b>Grade 4</b>	83	100.0	25.0	55.3	11.8	7.9	19.7
	<b>Grade 5</b>	54	100.0	24.5	71.4	4.1	N/A	4.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	48	100.0	42.6	51.1	4.3	2.1	6.4
	<b>Grade 4</b>	56	100.0	25.0	55.4	12.5	7.1	19.6
	<b>Grade 5</b>	78	100.0	27.6	50.0	19.7	2.6	22.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 360)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.2%	Down from 4.7%	3.5%	2.7%
Attendance rate	95.8%	Up from 95.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		5.8%	3.5%
Eligible for gifted and talented	9.3%	Up from 4.2%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.4%	Down from 5.2%	8.0%	8.2%
Older than usual for grade	2.5%	Down from 3.1%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	53.3%	Up from 46.7%	48.5%	51.4%
Continuing contract teachers	60.0%	Down from 63.3%	80.0%	87.5%
Highly qualified teachers**	93.1%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	4.0%		3.4%	0.0%
Teachers returning from previous year	69.7%	Up from 68.6%	82.8%	86.7%
Teacher attendance rate	91.1%	Up from 90.3%	94.7%	94.9%
Average teacher salary	\$40,799	Up 4.3%	\$39,876	\$40,760
Prof. development days/teacher	17.1 days	Down from 24.8 days	13.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 17.7 to 1	17.1 to 1	18.9 to 1
Prime instructional time	86.2%	Up from 84.8%	88.9%	90.0%
Dollars spent per pupil*	\$6,174	Up 0.3%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	73.5%	Up from 68.3%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hopkins Elementary School, located in one of the most rural sections of Richland County, sits beside a picturesque historical church. The school provides a quality education for 413 bright and intelligent young minds. The staff, students, and parents of Hopkins Elementary School have celebrated many successes during the 2003-2004 school year. Among those achievements we celebrated are: (1) an increase in student achievement on the PACT which resulted in our receiving a Palmetto Silver Award for the second year in a row; (2) the Hopkins Educators' Leadership Program Academy ("HELP" Academy), a partnership with five daycare centers in our community to assist them in examining their curriculum and providing professional development; (3) Dad's Night Out, a special night where dads spend quality time with their children; (4) Parents' Night Out, planned workshops that provide parents with expertise and interventions to support their children at home; (5) a dynamic business partnership with Square D, which has been instrumental in providing mentors/tutors to work with our students; and (6) a continued partnership with City Year.

Hopkins Elementary School continues to thrive each year. The staff has focused its attention on increasing students' academic achievement by establishing and maintaining clear expectations, enhancing academic rigor in a thinking curriculum and engaging students in various forms of accountable talk. Teachers and students enjoy coming to school, and they are succeeding in ever-growing numbers. Parents feel welcome and visit the school regularly and they have become actively involved in assisting their children to master the standards. Each parent is given a set of South Carolina standards for his/her child so that what is started in school can continue at home. Having the standards also allows the parents to hold the teachers accountable for the learning in the classroom. Thus, they become partners in the education process.

It is a place of vibrant activity, which is student-centered. The words people use to describe Hopkins Elementary School are: progressive, high expectations, child-centered, motivated, exciting, innovative, high student achievement and focused. None of these achievements would be possible without a dynamic, diligent and faithful staff that's committed to educational excellence. After all, "It's All About The Children!" We will continue to work together as a team to investigate and apply effective academic strategies to ensure that each student at Hopkins Elementary School is successful. Each staff member at Hopkins Elementary School believes, along with President Bush, that "When it comes to the education of our children, failure is not an option." Our business is educating children and striving for excellence!

Angela G. Brown, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	30	78	61
<b>Percent satisfied with learning environment</b>	93.1%	92.3%	86.7%
<b>Percent satisfied with social and physical environment</b>	96.3%	84.6%	76.7%
<b>Percent satisfied with home-school relations</b>	92.9%	92.1%	74.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.